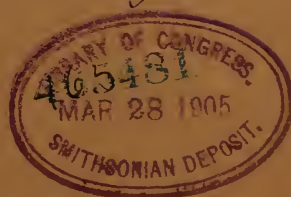


5 2695
15
1992

Does the University Pay?



DOES THE UNIVERSITY PAY?

BY

L. B. KELLOGG.

THE ANNUAL OPENING ADDRESS

AT THE UNIVERSITY OF KANSAS,

LAWRENCE, FRIDAY, SEPTEMBER 9, 1892.

PUBLISHED BY THE UNIVERSITY.

TOPEKA.

PRESS OF THE HAMILTON PRINTING COMPANY:

EDWIN H. SNOW, State Printer.

1892.

1.11.695

'5

1892

DOES THE UNIVERSITY PAY?

In 1861 the State of Kansas became a State under the Wyandotte constitution. The framers of that instrument saw, or thought they saw, the necessity for such an institution of learning as this. Provision was accordingly made in the organic law of the State for the University of Kansas. The Congress of the United States, in the enabling act admitting Kansas into the Union, recognized the same real or fancied necessity; and a grant of public land was made to the State for the University. The Legislature of the State in 1863 appointed commissioners to locate the University, and in 1864 provided for its organization, here at Lawrence; and this hill, with its delightful mountain name, has ever since been its home. Beginning with 1866, every Legislature that has since convened within this State has, to a greater or less extent, appropriated money from the public treasury for its maintenance. The growth of the University has been such that the amount now required for its actual and necessary expenses is at the rate of \$75,000 yearly.

This money, so used, has been raised by the taxation of all the people. Every farmer, mechanic, lawyer, banker, barber, real-estate agent and merchant in Kansas, regardless of whether he has children to be educated or not, and regardless of whether he likes it or not, has been compelled to pay his share of the cost of maintaining the University continuously, each year, for more than a quarter of a century. To paraphrase a somewhat familiar and somewhat famous quotation from an eminent British author: Everything we have is taxed for the University. The farmer drives his taxed horses to a taxed field to plow his taxed furrows. The housewife wields a taxed broom. The boy whips a taxed top. And all this for the purpose of keeping this school on its feet, to provide these buildings, supply the teachers, the library, the apparatus, the mounted buffalo and moose, the snakes, stones, and insects, and other miscellaneous wares in Snow Hall, the various courses of study, and all else that goes to make up the visible and material University by which you are surrounded and of which you are a part.

Why is this? Is it a waste of public funds, or not? Why should my neighbor who has a quarter-section, Neosho-river-bottom farm, a hundred acres of corn, a couple of hundred hogs, and several hundred acres of upland prairie, and whose whole life has been spent in "raising more corn each year, to feed more hogs, to buy more land, to

raise more corn, to feed more hogs," but who has never been here upon Mt. Oread in his life, and has never heard of the University except in connection with his taxes, and cares less for it than for a lame mule—or did care less until last year, when the chinch-bugs got into his corn, and his neighbor sent up to Professor Snow for some of the infection that saved his crop—why should he be compelled each year to continue the University in successful operation? That it is in successful operation, is conceded. That it has within recent years, and under its present Board of Regents and Chancellor, made rapid strides toward the front rank among American State universities, is well known to every citizen of Kansas who knows anything about the matter. But still the question recurs, why should my ignorant farmer friend of the Neosho valley, who works hard, and denies himself for every dollar he accumulates, be forced by the strong arm of the law to assist in the payment of the university education of the young men and women here assembled as students of this institution of learning? No son or daughter of my farmer friend is here; none of his kith or kin has ever been enrolled as a student in the University. To tell him that the door is open, and that his son or daughter, or both of them for that matter, might be here, would be no answer to his mind. He says he needs their services on the farm, "to

raise more corn, to feed more hogs, to buy more land." And then, it is not quite true that his son or daughter could be here. They have had no preparatory study. The rules of the University necessarily, but none the less absolutely, shut out all except the few who have had the requisite high-school or academic training, to enable them to do the university work here provided.

We talk a good deal in this country about the universality of education. We point to our public schools as the place where all are educated. But have you never noticed how few out of the whole number of school children ever reach the high school? and of the high-school students how very few of them ever complete the course of study and graduate? The city of Topeka is probably a fair sample. There were in 1890, in what may be called the primary grades, 2,956 children; in the intermediate schools, 1,897; in the grammar grades, 642; in the high school, 250; 49 graduated from the high school. It will thus be seen that, out of an annual school attendance of 5,745, the finished product consists of only 49 graduates.

President Quayle, of Baker University, this State, in a recent article in the *Epworth Herald*, says there are in the United States 415 colleges, with 118,581 students. If he is right in his figures, it follows that out of 60,000,000 people less

than 120,000 are found in the colleges of the land at any one time. This is a fraction of $\frac{2}{100}$ of 1 per cent. of the people.

It will therefore be seen that, notwithstanding all that may be justly said in praise of the educational system of this country, the number of its citizens who actually acquire a college education is but an insignificant fraction of the whole number.

Again the question, why should the 1,500,000 of the people of Kansas be taxed to educate the 500 or 600 students of this University?

The answer is a prosaic one. There is no sentiment about it. The State of Kansas has been spending its money in this way during all these years under the impression that *it pays*. If it did not so believe, the doors of this University would be closed to-morrow, the instructors dispersed, and you, the students, discharged from further attendance. The State of Kansas looks upon this educational enterprise from a purely business point of view. There is no charity about it. The State has no personal affection or fondness for the professors or students. It is incapable of any, being a corporation, and having, according to the saying attributed to Lord Coke, "no soul to save nor body to kick." It is willing to pay so much money for so much in return. But it expects the return with absolute certainty. The State, the moment it thinks the work of any pro-

fessor here is not worth what it costs, will not hesitate to discharge him. The State has n't the slightest intention of making a donation, or extending a free gift to any student here. It is willing to pay \$75,000 a year to educate you, but it expects you to pay back to the State an equivalent for that \$75,000, and lawful interest thereon.

The next question is, are you willing to do this? Will you pay back to the State an equivalent for what it pays out for you? I anticipate your affirmative answer. And I am sure you appreciate fully the golden opportunities which the University offers for a broad and liberal culture. It is known to you that this University ranks high among the colleges and universities of the United States. Harvard, Yale, Princeton, Cornell, Michigan University and Kansas are among those commanding the respect and esteem of educators. It is my deliberate opinion that the time has gone by when any Kansas parent needs to look beyond the confines of the State for a college to which he may send his son or daughter, with the expectation of finding any better opportunity to acquire a thorough education than is possessed here at home.

While I recognize that Kansas students in Eastern colleges do good work, and graduate with honor to themselves and the colleges to which they are accredited, I have yet to learn that when they return home and come in contact with their

neighbors they find themselves one whit better educated, or one whit stronger mentally or morally, than those who have been educated at home and in this University. I deem the University exceptionally fortunate in the class of students who attend this school. They are the very choicest young men and women the State of Kansas has, eager to learn, pure minded, full of those sentiments of honor and patriotism that do credit to our higher natures, ambitious, hard working, intense, and thoroughly in earnest about acquiring a liberal education. I am aware that there may be some students who do not fill the bill, in all respects. They are the exceptions. The rule, I think, is as I have stated it. And I understand the University faculty and students have a way of either brightening up or rubbing out any tarnished coin that finds its way into the school.

It is therefore with confidence that I expect an affirmative answer to the question, whether or not you are willing to do your part in paying to the State of Kansas an equivalent for that which it compels its citizens to pay out for you.

The State of Kansas has a large area of good agricultural lands, and some not so good; a mild climate, a fertile soil, good farms, and good towns; an abundance, this year, of wheat, corn, oats, cattle, horses, hogs, and other farm products; a goodly number of politicians and political parties; good churches, good schools, good laws, good newspa-

pers, and a million and a half of people. The State has great wealth, and some outstanding mortgages. But I think the people of Kansas are intelligent enough to realize, however, that with all her wealth and possessions, what the State needs most of all is an increase in the number of highly educated men and women. The trained mind is the greatest need of the Kansas present. If the University can furnish this product, it will repay to the State an hundred fold for all the money that has been here expended. And if you, the students of this University, can so train your minds, broaden your horizon of knowledge, develop the intellectual in connection with the moral and spiritual elements of your young manhood and womanhood, so that you, in your own proper persons, shall become this product, you will have liquidated your personal indebtedness to the State for the educational advantages here freely extended to you, and will also have opened up to yourselves avenues of usefulness, and those higher forms of intellectual and social pleasures that forever remain a sealed book to the uneducated.

It is somewhat difficult to estimate in dollars and cents the value to Great Britain of such a trained mind as that of Wm. E. Gladstone. That the possession of such a mind has been, and is, of great pecuniary value to the government, will not, I think, be denied. I am willing to hazard the

opinion that it has been more than the University of Oxford has cost since its foundation. Gladstone illustrates, in breadth of mind, profound learning, and high moral purpose, the best product of the English University of Christ Church, Oxford, where he closed a brilliant college career by taking a double first-class degree, in the year 1831; since which time, that is, for 61 years, he has been engaged in paying and repaying, over and over again, for all that his college education cost. His preparation for college was at Eton. Eton and Oxford may well congratulate themselves upon the results of the education furnished by them to their student. And the student has none the less reason for satisfactory reflection that he was permitted to lay the foundation for the ripe scholarship which he has attained at the famous old schools of Eton and Oxford. But, in passing, I desire to say to the students here that the educational opportunities afforded by Eton and Oxford to the young Gladstone were greatly inferior to those offered by this University to its students to-day. It does not follow that all of you will be equal to Gladstone. But it does follow that some of you may be.

To be an American President is greater than to be a British premier, and it is greater yet to be worthy of the high office of President. There was a struggling Western college in Ohio some years ago that had in its freshman class a

young man of slight build and inferior stature, of quiet and unassuming manners. This young man quietly attended to his duties as a student, graduated at an early age, and commenced life as an obscure young lawyer in a Western town. There was little noticeable in the college life of this young man, except a quiet dignity, a conscientious discharge of duty, accuracy and exactness in the preparation of his studies, and a little greater freedom and readiness in debate and oral discourse than that possessed by other members of his class. That young man's name was entered on the college roll as Harrison, Benjamin. The college was Miami. In the same freshman class was another young man, larger than he, strong and robust, more aggressive and decisive in his manners, but of a frank, open and honest countenance. Between the two young men there grew up an intimate and enduring friendship. The young men were college chums, including all that is implied thereby. The second youth is now the Secretary of the Interior of the United States. He was called to his present cabinet position by his old college friend Harrison.

About the same time that Harrison and Noble were students at Miami, Brewer and Brown were the names of two students on the college roll of another educational institution of this country. These two were also college friends. They pursued their studies with diligence, and in due

time graduated. One came to Kansas; one chose Michigan for his home. Brewer was the Kansan. He commenced the practice of law at Leavenworth; served as county attorney, probate judge, judge of the district court, as one of the justices of the Supreme Court, at Topeka, and later as judge of the United States Circuit Court for the Eighth Circuit, which includes the States of Kansas, Nebraska, Iowa, Minnesota, Missouri, Colorado, and Arkansas. Brown by successive steps had become the judge of the United States District Court for the Eastern District of Michigan. Within the past three years, the greatly lamented death of that eminent jurist, Associate Justice Stanley Matthews, of the United States Supreme Court, left a vacancy upon the bench of that most august and powerful court, not only of the United States but of the entire civilized world. The Michigan friends of Judge Brown presented his name to the President for appointment. The Kansas friends of Judge Brewer presented his name for the high place. Other eminent names, or rather the names of other eminent men, were also presented to the President for his consideration for the place. Brown, learning that his old college friend Brewer was a candidate for this exalted position, wrote a personal letter to the President recommending Brewer. Brewer finding out that his college friend Brown was a candidate, not only wrote to the President, but also

went to Washington and called upon him and personally recommended Brown. Brewer was unsuccessful. The President did not appoint his friend Brown. But from the long list of names presented for his consideration the President selected that of Brewer.

About one year ago another vacancy was created upon the bench of that high tribunal. Another list of names of distinguished lawyers and judges was presented to the President, and among them Brown. Brewer again called upon the President in the interest of his friend Brown. This time he was successful. The college-trained, liberally educated and eminent jurist, Judge Brown, of Detroit, Mich., was appointed Associate Justice of the Supreme Court of the United States, in the place lately made vacant by the lamented death of the venerable Justice Samuel Miller. Brewer and Brown now sit together upon the bench of that same court.

An awkward country lad, from a rocky New England farm, entering the freshman class of Dartmouth College, became, as the result of his college training and after efforts, the great statesman Daniel Webster. Alexander Hamilton was a student of Columbia College, New York. Thomas Jefferson was a student of William and Mary's College, Virginia. Garfield sat upon one end of the log as student, with Mark Hopkins, of Williams College, at the other end. The same Wil-

liams College gave to Kansas Chancellor Snow, of this school. Michigan University gave to Kansas Chief Justice Horton, of our Kansas Supreme Court. Washington College, Pennsylvania, gave to the country James G. Blaine. The German Universities of Heidelberg and Munich gave us Louis Agassiz.

Why do I mention these individual instances of eminent men who have been enrolled as students in colleges? For the purpose of saying to you, that while I do not expect each of you to become a Gladstone, a Harrison, a Webster, a Hamilton, a Brewer, a Blaine, or a Jefferson, I do expect that some of you will. The people of Kansas will deem their money wasted unless some of you become eminent. Is there any good reason known to you why Kansas should not produce great men and women? The fathers and mothers say that the Kansas boys and girls are as bright as those of any other State. The teachers say that the schools of Kansas are as good as those of other States. I presume the young men and women here would be willing to say that the University students are equal to college students elsewhere.

I am unable to state any good reason why this University may not have a student within this room who will become as eminent a journalist as Horace Greeley, Whitelaw Reid, or J. K. Hudson; as eminent a lawyer as Chief Justice Marshall, Judge Dillon, or Albert H. Horton; as eminent a

scientist as Huxley, Tyndall, Agassiz, or Snow; as eminent a statesman as Webster, Clay, Lincoln, Garfield, Plumb, or Ingalls; as eminent a teacher as Pestalozzi, Horace Mann, or A. R. Taylor; as eminent an historian as Gibbon, Hume, Macaulay, Bancroft, Prescott, Motley, or Wilder; as eminent a poet as Longfellow, Whittier, Alice Carey, or Eugene Ware; as eminent a novelist as Dickens, Hawthorne, or E. W. Howe; as eminent in the cause of temperance reform as Miss Willard, John B. Gough, Francis Murphy, or John P. St. John; as eminent in the cause of equal suffrage as Susan B. Anthony, Anna Shaw, or Laura M. Johns; as eminent a minister as Beecher, Spurgeon, Collyer, or Cordley; as eminent a humorist as Clemens, Brown, or Will. White.

Indeed, I am acquainted with some of the Kansas boys of the University who are already making a name and a place for themselves whose luster gives promise of eminence and distinction in the future. The State of Kansas is young, and her native sons are but just arriving at the age of majority, and are still a long way behind the age of maturity. The Gleeds, the Franklins, Dyche, Carruth, Smith, Little, Stevens, Templin, Stocks, Johnson, Scott, are a few of those whose names now occur to me who are in a fair way to return to the State of Kansas, in pecuniary value, more than the University has cost. I may be mistaken about some of these particular names. There are

many more that could and should be mentioned. But that the University already has students and graduates who will be heard from in the future is as certain, I think, as the coming sunrise to-morrow morning. Unless the farmers who reported the amount saved by them on their crops of last year at \$200,000 misrepresented the facts, the chinch-bug experiments of Professor Snow at this University, alone, for a single year, were of a pecuniary value sufficient to pay the entire cost of maintaining the University for more than two years. The University Extension work conducted by Professor Blackmar and the other members of the Faculty associated with him therein is of direct money value to the State of Kansas, and promises to add to the wealth of the State in the near future such a number of dollars and cents that, if I stated them, some one here present might accuse me of using figures as recklessly as some political speakers whom we now have in the State of Kansas, of more than one political party.

Without in any manner presuming to "advise" or seeking to control the management of the University, and looking at the institution from the outside, I venture to suggest that, if the people of Kansas are to have the benefit of original research in science and the arts, they must look to the University for it. While I recognize the great necessity and high importance of the work of imparting instruction to the students who are

in attendance here, there is a work properly pertaining to the University of transcendently greater importance: that is the work of enlarging the sum and aggregate of human knowledge. This means slow, patient and intelligent observation and thought. The secret processes of nature are revealed to the seeing eye and the thoughtful brain. Accidents there may be which remove obstructions and assist in the solution of the problems that beset the searcher after new processes, and that accompany new discoveries. But the discoveries themselves are the result of patient thought and endeavor. There is no royal road to the discoveries resulting in the enlargement of the boundaries of human knowledge in science any more than there is a royal road to the acquisition of the learning of books.

The professors and students in the several departments of this University, not one, but all, should systematically devote a portion of their time to what, for want of a better name, I shall call original research. And each professor's work should be so arranged that he may have time and opportunity for this work. It is said that the work of the teacher is to impart knowledge to others. But this cannot be true; or, at least it is not more than half of the truth. Inspiration is as necessary as suspiration. The teacher must find out for himself before he can give out to others. Before Edison can discover to the world

a new application of the marvelous force which we call electricity, he must himself first discover it to himself.

Human endeavor consists primarily in providing food, shelter and clothing to sustain human life. A house to live in, clothing to wear, and three meals a day, are what each of you require most of all, and without which you perish. To provide this constitutes the toil and endeavor of some one. The infant and the incapable have this done for them. You, I trust, have learned the supreme art and luxury of being able to earn your own living. The divine prayer for daily bread, which we were taught in infancy and continue reverently to repeat in our manhood, lies at the foundation of human need; and out of this necessity for whose relief it is invoked, come those great problems in political economy relating to labor, wages, and capital, which the civilized nations of the earth, our own included, find so difficult to solve. The Homestead riot and the Buffalo strike are but the upheavals from the continual strife and warring of discordant forces. If this University, by the thoughtful research of any of its teachers or students in political economy, can solve, or help materially to solve, any or all of these great problems now threatening the industrial world, their work here will not have been in vain, and will not have been too costly to the State.

Closely related to political economy and the

questions already suggested are those governmental questions that make up the science and art of politics. Here again are unsettled questions, of the greatest practical importance. Whether that government is best which governs least, which leaves the largest possible liberty of individual action to its citizens, and relies most upon such individual effort for the promotion of great enterprises like the furnishing of the means of railroad transportation, water, gas and electricity for cities, telegraph and telephonic communication, and the like; or whether that government is best which has large central power, and exercises a paternal care over its citizens, and itself undertakes to promote and carry on these great enterprises, or at least see that they are carried on, are questions upon which men and parties differ.

The tariff question is one upon which men and parties differ. One great party, and the one which at the last general election for President cast 5,539,966 popular votes for its candidate, while the party that elected the President only cast 5,440,406 votes, has in its platform of this year declared it to be unconstitutional for the General Government to impose a tariff upon imported products, except for revenue only; another great party, and the one which at the last general election for President cast for its candidate 233 electoral votes, as against 168 electoral votes for the opposing candidate, declares in its platform of

this year in favor of a tariff for protection. The present tariff law, known as the McKinley law, enacted by the Fifty-first Congress and not repealed or materially modified by the Fifty-second Congress, which has but recently adjourned, confessedly contains the principle of protection. It is also true that the tariff laws which have been in force in this Government for the last quarter of a century, and more, have also been protective tariffs. The question, therefore, is, which of these great parties is right and which is wrong upon the tariff. Back of that, however, is the question whether or not the tariff question itself is of material importance. Both parties agree that it is.

The question, therefore, of tariff for revenue only, or of tariff for revenue and protection, is now before the American people. I am simply stating the question. I do not answer it. To this extent, I make this a political address. But now comes in the curious thing, and one which to a considerable extent is a puzzle to me. Why is it that college professors so largely favor free trade? Probably no one thing has done more to prejudice a large and influential class of citizens against colleges and college professors than this tendency. I am informed that of late years this tendency among college professors is greatly on the decline; and that, on the contrary, among the most active and influential college professors, who are now

looked upon as authority upon questions of political economy, the tendency is toward protection rather than free trade. England, alone, among the great nations, by its laws may be regarded as a free-trade nation. The present laws of the United States and of Germany and France are distinctly protective.

The whole matter is open and in dispute.

Without desiring to precipitate this University into the arena of party politics, I am frank to say that I know of no study more worthy of the thoughtful consideration of the teachers and students of the University than *politics*, using the word in its true meaning as the science of government.

No more inviting, and certainly no more useful, field for university work in the domain of original research heretofore alluded to can be named than the large number of topics relating to the public health, and which may properly be gathered together under the generic name of sanitation. The disease of Asiatic cholera, that is now in quarantine at the harbor of New York, has been robbed of many of its terrors by the scientific research of modern bacteriologists. It is now known to be an infectious disease, as distinguished from a contagious disease; that the germs of the disease are not communicated through the air; that they are readily killed by heat, and cannot withstand frost, and are easily destroyed by common disinfectants; that no

amount of proximity to a cholera patient will communicate the disease, without the actual taking of the bacilli, or minute organisms constituting the disease germs, into the stomach of the person exposed to the infection; that the germs find an easy mode of communication in drinking water, but that boiling the water kills them; that the germs find a congenial abiding and breeding place in decaying animal and vegetable matter and in filth; that when once communicated to the human system, the disease speedily runs its course, a few hours or a few days telling its story of life or death. To cure the disease when once it has a lodgment in the human system is difficult. To prevent its obtaining such lodgment, and to devise ways and means for the destruction of the germs of the disease, so as to prevent the spread of the disease, have been the object of scientific research.

All of this is now common knowledge, possessed by every one who cares to read the newspapers. This common knowledge, if intelligently used, is sufficient to prevent any serious outbreak or spread of the disease in this country this year or any other year. There is, therefore, not the slightest occasion for alarm or panic.

But what I desire to call attention to, and the purpose for which I have referred to this particular disease, is the debt of gratitude humanity owes to the scientific workers whose investigations in this domain of research have done so much to

rob the disease of its terrors, and to prevent the destruction of human life thereby.

Jenner's vaccination for small-pox, Pasteur's remedy for hydrophobia, Lister's methods of anti-septic surgery, and quinine for malarial poison, are among the beneficial results of scientific research; and all of great pecuniary as well as humanitarian value.

Scarlet fever and yellow fever have yielded up to science the secrets of their malevolent action, and have been shorn of their terrors to a large extent. The supreme mastery of science over these kindred diseases has been found in the means of prevention rather than cure.

The door is still open for further scientific investigation and discovery along the lines of sanitation.

But the University should not, and I think it will not, omit to continue the work of original investigation and original research in all of its various departments.

Carlyle is credited with saying that the true university of these days is a collection of books. I do not think this is true. But I do think that a collection of books will greatly help to make the true university. And I do not see very well how there can be a university without books. This University is lacking in books and in a place to keep books. I am not oblivious to the fact that there are some books here, and good

books at that. But the library here does not begin to furnish the facilities for study and research that should be afforded by a university library. The collection of books here is valuable, but should be increased by successive additions from year to year, as the University grows and prospers. But even if the University had the books, it has no place to put them. The natural history department is comfortably housed in Snow Hall. There ought to be a library building here equal in size and architectural design to the natural history building.

The true product of the University is the educated man. He has for four years pursued his chosen course of study. With each successive year he has experienced a mental awakening and a symmetrical growth of all the powers of manhood. He has not permitted the body to suffer decay while the mind has been engaged. He is a member of the athletic club, as well as of the literary society and the fraternity. His moral nature has been stimulated to right action, and his religious faculties awakened to a higher appreciation of the wisdom, power and goodness of God by the revelation of all these opened to him by his study of the wonders of the works of the creator.

He has been a diligent student in the library, but is not a bookworm. He is learned, but not pedantic. He has acquired a knowledge of lan-

guage and literature that enables him not only to read and appreciate good books, but his ambition has been roused to produce other good books.

He has acquired a scientific knowledge sufficient to enable him to appreciate not only how much, but how little, is known of science. Some of the laws of nature have been revealed to him as an open book; others are near at hand, but not yet manifest to his brain in their completeness, and in their relation to those which are known. And he also has something of the scientific feeling of the illimitability of the boundaries of the aggregate of human knowledge that may yet be attained.

He remembers that the educated man must eat and drink to live, as certainly as some men live to eat and drink. He has been initiated into the art of plain living and high thinking. He has learned that this is a practical and utilitarian world, and that in the long run every man is likely to rise to as high a level among his fellow-men as his deserts will justify; that the world's judgment is upon the whole a just judgment as to the individual merits of each person in this country. And that those make their way best with their fellow-men who have the most intimate and accurate knowledge of what is known and spoken of as human nature; that is, that a knowledge of men is as important to the university student as the knowledge of the books.

The student of this University will learn, I

trust, that while life on this earth is of exceedingly great importance, its duration is limited to a period of time so absolutely infinitesimal, as compared with life in the world to come, that it must be looked upon only in the light of a preparation for the invisible world, a development of man's powers for higher flights, an introduction to the higher life of the soul, when relieved from the restraint and limitations of the earthly life. The student of this University will not have learned his lesson of life well, unless he learns that those whose lives are nearest to the life of Christ are those who have received the highest education of all.



LIBRARY OF CONGRESS



0 029 911 938 5